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AUTHOR Schaerer, John W.; And Others
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ABSTRACT

This publication reports on a study of the education job market in 1,667 public school systems in 11 southeastern states. Questionnaires were completed and returned by 544 public school systems, representing a 32.6 percent return rate. The questionnaire looked at 42 teaching fields and 32 administrative areas in the school year 1996-97; historical employment opportunities for teachers and administrators and opportunities for 1996-97 compared to 1995-96; the number of minority candidates; and perceptions concerning influence factors relative to teacher and administrator supply/demand at the local and state levels. Supply/demand data for teachers relative to 49 teaching areas and the 32 administrative areas are provided for each state. The data revealed that teacher supply and demand showed essentially the same configuration when comparing 1996-97 with 1995-96. The teaching fields showed greater variation in supply and demand than the administrative areas. However, individual state profiles depicted significant changes in perceptions about teaching fields and administrative areas. Mississippi appeared to have the greatest demand among the 49 teaching fields and the 32 administrative areas; Louisiana appeared to be somewhat in the same condition. Kentucky data, particularly for 1996-97, suggested employment opportunities were greater than most states regarding both teaching and administrative positions. The data are displayed in 33 figures. (ND)

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ED 406 336

TEACHER AND ADMINISTRATOR SUPPLY AND DEMAND FOR THE SOUTHEAST

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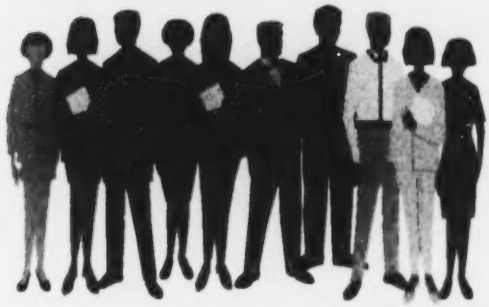
TEACHER AND ADMINISTRATOR SUPPLY AND DEMAND FOR THE SOUTHEAST



This research report was sponsored by the Southeastern Association of School, College, and University Staffing and does not represent the official position of the association.

SUPPLY AND DEMAND

The demand regarding employment of teachers and administrators emerges from approximately 15,000 public school districts, 80,700+ public schools and 26,000+ private schools (NCES 1993-94). Ideally, this demand stems directly or indirectly from student enrollment and student needs. The expected growth rate of more public school students coupled with the rising median age of public school teachers indicates the prospect for teacher and administrator demand is increasing annually and projected to increase at least through the year 2002 (NCES, 1991).

Normal attrition creates demand (i.e. retirements etc.) that occurs based on a projected 2,993,000 teachers in 1995, 3,070,000 teachers in 1997 and 3,296,000 teachers in 2004 (NCES, 1994). According to the National Center For Education Statistics 29.5% of the public school teachers in 1993-94 had over 20 years of full time teaching experience. In the eleven southeastern states surveyed in this study approximately 23.0% of the teachers had over 20 years service in 1993-94 (NCES 1993-94).

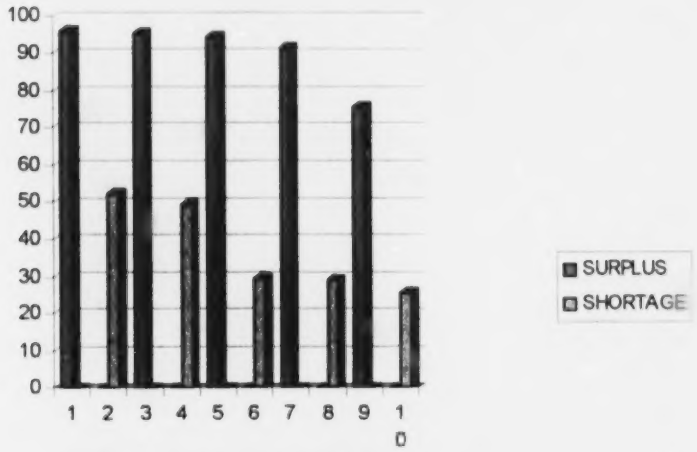
Supply of teachers and administrators stems initially from colleges and universities. For example, in 1990-91, a total of 214,337 degrees were awarded in the field of education including 110,807 bachelor degrees, 87,343 masters degrees and 6,187 Ph. D's or Ed. D's (NCES, 1994).

Prepared by:
John W. Schaerer, Ed. D.
Neal W. Vickers, M. Ed.
Ken E. Hansing, M. Ed.
Art S. Harvey, M. Ed.

TEACHER SURPLUS AND DEMAND PERPETUATED

The 1995 Association of School, College and University Staffing report revealed that in areas of teacher surplus, colleges and universities graduated larger numbers of teachers while in areas of teacher shortage, fewer graduates were being produced for the market (ASCUS 1995). The 1996 Teacher Supply and Demand in the United States report by the American Association for Employment in Education reported similar findings (AAEE 1996) (since the printing of the Teacher Supply and Demand in the United States 1995 Report the Association for School, Colleges and University Staffing (ASCUS) changed its name to the American Association for Employment in Education). Data regarding program offerings by colleges/universities were reported by the AAEE that indicated serious discrepancies between program offerings and teacher demand versus supply.

PERCENTAGE OF COLLEGES / UNIVERSITIES WITH PREPARATION PROGRAMS IN SELECTED TEACHING FIELDS WITH SHORTAGES AND SURPLUSES



Source: Teacher Supply And Demand In The United States, 1996 Report, American Association For Employment In Education, Evanston, IL

Figure 1

Legend: Shortages and Surpluses

1. English Language Arts
2. Mentally Handicapped
3. Elementary Primary
4. Behavior Disorder
5. Social Studies
6. Speech Pathology
7. Elementary Intermediate
8. Bilingual
9. Pre-Kindergarten
10. Physically Impaired

Figure 1 shows the percentage of college/universities offering programs for teachers in fields in demand as well as fields in supply. Three hundred and one or 70.3 percent of responding institutions indicated speech pathology (considerable demand) was not among program offerings at the institution in 1995-96 and 68.2 percent in 1994-95. With the exception of the fields of learning disabilities and mentally handicapped, more than 50 percent of the institutions responding did not offer preparation programs for the shortage fields. In both 1994-95 and 1995-96, 70% and 95% of responding institutions, respectively, indicated that they offered preparation programs in fields with the greatest surpluses (ASCUS, 1995; AAEE, 1996).

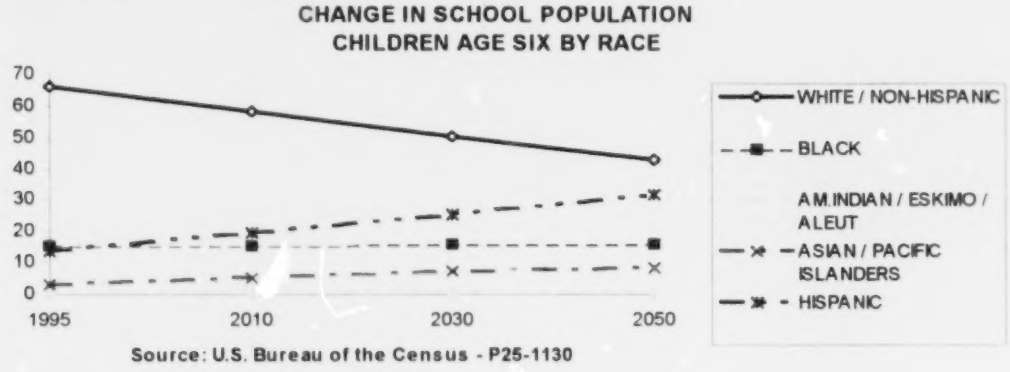


Figure 2

Changes in racial composition of the United States population (Figure 2) indicate cultural variations that schools are beginning to face. Figure 2 indicates that by 2030 1 out of every 4 school age child will be of Hispanic origin. By the year 2050 demographers predict that the white school age population will become a minority, approximately 40.3%. Thus the United States school age population will become a majority of minorities for the first time. Such demographic changes will result in stepping up the demand for minority teachers and administrators to promote cultural understanding, communication and being competitive in a global society. (Bureau of the Census, 1996)

In an attempt to facilitate understanding and knowledge about the educators' job market in the Southeastern states a survey mailed in May 1996 was conducted of 1,667 public school systems. The Southeastern states included, Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, and Virginia.

METHODOLOGY

Questionnaires were completed and returned by 544 public school systems, representing approximately a 32.6% return rate. Respondents included

employers (public school personnel administrators and superintendents) responsible for employing public school teachers and administrators. These employers responded from a perspective relative to size of public school system including 1) 5,000 enrollment or less, 2) 5,001-9,999 enrollment, and 3) 10,000 enrollment or more.

The percentage of return is representative of an estimate of all public school systems in the Southeastern states. The questionnaire included items to elicit information about the following:

- 49 teaching fields in the public school year 1996-97 (Listing of teaching fields was based on a description utilized by the American Association for Employment in Education, Evanston, Illinois.)
- 32 administrative areas in the school year 1996-97
- historical employment opportunities for teachers and administrators
    - for the 1995-96 school year compared to opportunities a year earlier
    - for the 1995-96 school year compared to opportunities four years earlier
- employment opportunities for teachers and administrators for 1996-97 compared with the 1995-96 school year
- expectation relative to the number of minority candidates for the 1996-97 school year compared to the 1995-96 school year according to teacher and administrator fields
- perceptions concerning influencing factors relative to teacher and administrator supply/demand at the local and state levels

Respondents' perceptions were analyzed on a regional (Southeast) and state-by-state basis. Composites based on averages for 1994-95 and 1996-97 are depicted by profiles illustrating A) demand and surplus in relation to balanced supply/demand and B) longitudinal information relative to employment opportunities and expectations concerning minority candidates. Please refer to the insert entitled Guide to Interpret Profiles for appropriate understanding of the data (see page 7).

SNAPSHOTS OF SUPPLY AND DEMAND OF THE SOUTHEAST REGION

GREAT DEMAND

Speech Pathology	Hearing Impaired	Tech. Ed.(Ind. Art)
Behavior Disorder	Learning Disability	Multiple Handicapped
Mentally Handicapped	Physically Impaired	Physics

GOOD DEMAND

Bilingual Education	Language-Classic	Gifted/Talented
Language-German	Language-French	Science Biology
Language-Japanese	Library Science	Science-Earth
Language-Spanish	English.(ESL)	Speech/Theater
Science-Chemistry	Mathematics	Comp.Sci/Educ
Audiology	Vis.Impaired	Psychologist
Science (General)		

BALANCED SUPPLY / DEMAND

Agriculture	Journalism	Driver Education
Counselor Education	Dance Education	Health Educ
Art/Visual	Music Instrumental	Eng/ Lang Arts
Home Economics	Psychologist	Social Worker
Vocal Music	Business Ed	

GOOD SUPPLY

Elementary - Intermediate	Physical Education	Elementary - Pre-K
Middle grades		

GREAT SUPPLY

Social Sciences/Studies	Elementary - Primary	Elementary - Kindergarten

The teaching field with the greatest demand in 1996-97 among the Southeastern states surveyed was Speech Pathology. Behavior Disorders, Hearing Impaired, Multiple Handicapped, Physically Handicapped, Mentally Handicapped, Learning Disability, Technology Education (Ind. Art) and Physics fields were perceived to be the next highest demand fields. Other teaching fields indicating a good demand among the Southeastern states surveyed, as well as balanced supply/demand and good supply are shown. Teaching fields with the greatest supply included Elementary - Primary, Social Sciences/Studies and Elementary - Kindergarten (See Snapshots of Supply/Demand).

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Among the Southeastern states surveyed for the 1996-97 school year, Mississippi had the greatest demand for teachers followed by Louisiana, North Carolina and South Carolina. Tennessee and Kentucky showed a near balance in supply/demand for teachers. Comparison of 1994-95 with 1996-97 showed essentially the same configuration with Mississippi indicating a more pronounced demand for teachers (figures 3 and 4).

SUPPLY / DEMAND : TEACHERS - STATE AVERAGES

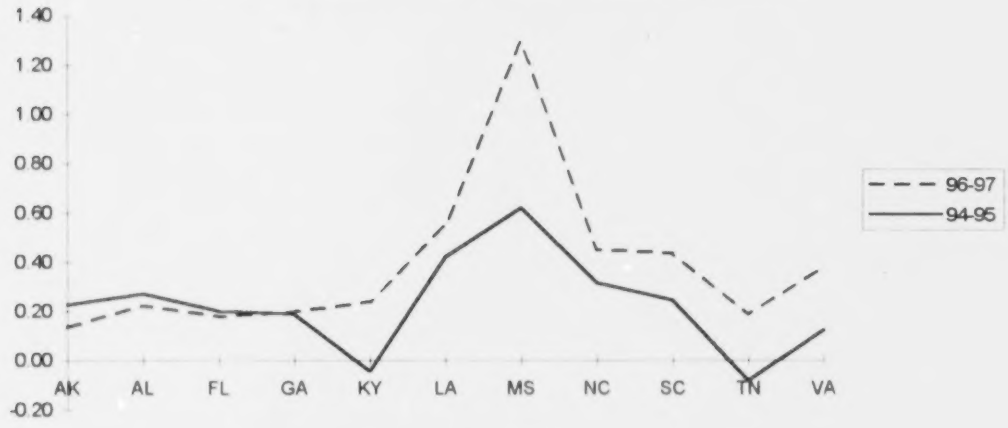

Figure 3

TEACHER SUPPLY / DEMAND : STATE AVERAGE BY FIELD

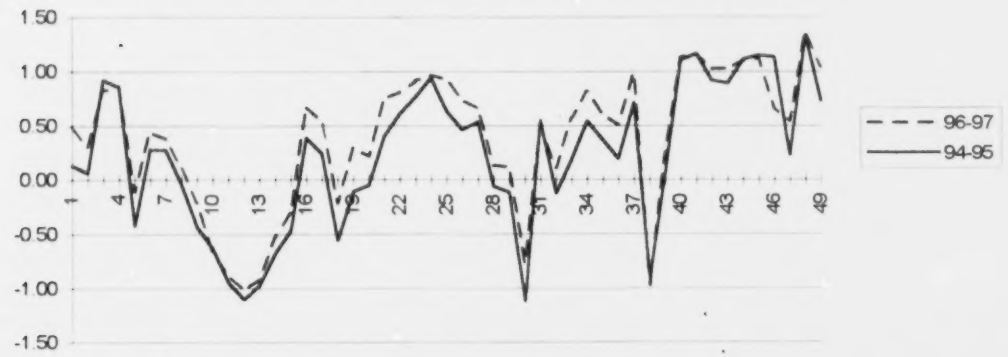

Figure 4

Legend : Teaching Fields

1. Agriculture	11. Kindergarten	21. Lang-Classics	31. Psychologist	41. Hearing Imp.
2. Art/Visual	12. Primary	22. Lang-French	32. Reading	42. Learning Dis.
3. Audiology	13. Intermediate	23. Lang-German	33. Biology	43. Mentally Han.
4. Bilingual	14. Middle Grades	24. Lang-Japanese	34. Chemistry	44. Multiple Han.
5. Business	15. English/La	25. Lang-Spanish	35. Physical/Sci	45. Physically Imp.
6. Computer Sci	16. Esl	26. Library Sci	36. Earth/Physical Sci	46. Visually Imp.
7. Counselor	17. Gifted	27. Mathematics	37. Physics	47. Speech/Drama
8. Dance	18. Health	28. Music-Instr	38. Social Stu.	48. Speech/Path.
9. Driver Ed.	19. Home Ec.	29. Music-Vocal	39. Social Wkr	49. Technology
10. Pre-Kinder	20. Journalism	30. Physical Ed.	40. Behavior Dis.	

Figures 5-15 show supply/demand relative to the forty-nine (49) teaching fields according to state: Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee and Virginia. Please refer to state profiles for a better understanding of respective state demand/supply.

PUBLIC SCHOOL TEACHER SUPPLY / DEMAND BY SOUTHEAST REGION BY STATE

GUIDE TO INTERPRET PROFILES

Respondents were requested to categorize teaching fields and administrative areas on a scale ranging from 1 - 5 relative to demand (anticipated job openings) based on perceptions of the supply of candidates. The categories included: Considerable shortage (5); Slight shortage (4); Balanced demand/supply (3); Slight surplus (2); Considerable surplus (1).

Comparisons between 1994-95 and 1996-97 have been displayed in graphic profiles utilizing an adjusted range shown below:

- Balanced demand/Supply = 0.0
- Demand = +0.1 and above
- Supply = -0.1 and below

Teaching fields or administrative areas receiving an average rating of greater than 3 (demand) are shown on each graph above the horizontal line (X-Axis) and those fields or areas receiving a rating of less than 3 (supply) appear on the graph below the horizontal line (X-Axis).

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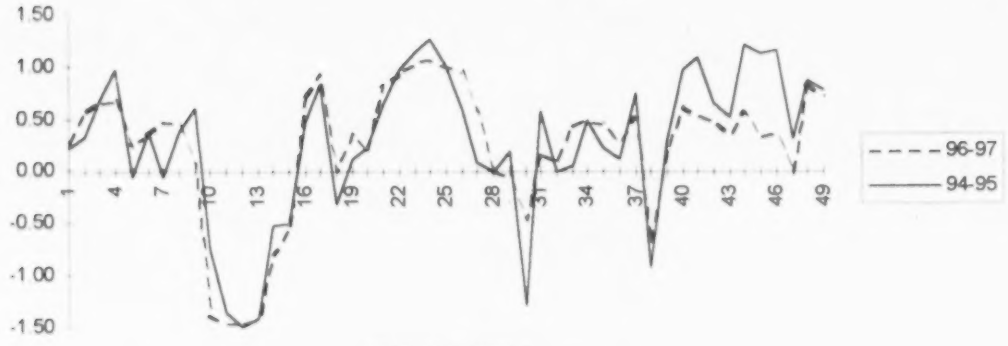
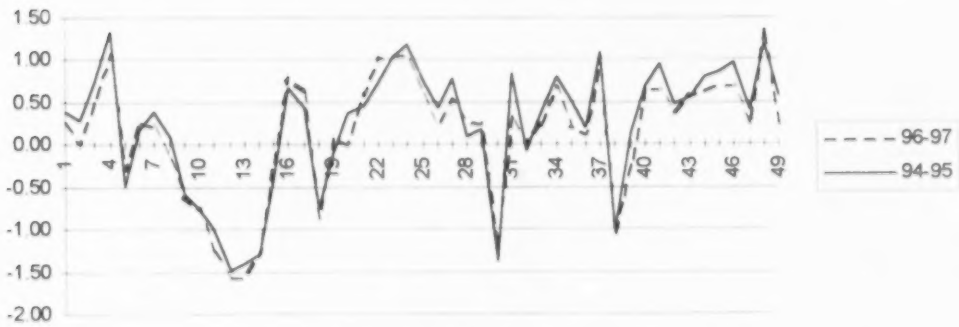
SUPPLY / DEMAND : TEACHER (ALABAMA)



TEACHING AREAS
1994-1995 (61 of 126 or 40.5% SYSTEMS REPORTING)
1996-1997 (56 of 129 or 43.4% SYSTEMS REPORTING)

Figure 5

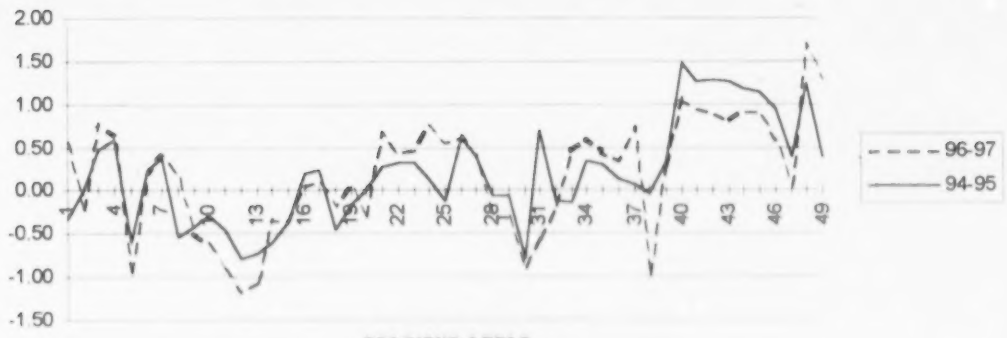
SUPPLY / DEMAND : TEACHERS (ARKANSAS)



TEACHING AREAS
1994-1995 (76 of 329 or 23.1% SYSTEMS REPORTING
1996-1997 (42 of 329 or 12.4% SYSTEMS REPORTING)

Figure 6

SUPPLY / DEMAND : TEACHERS (FLORIDA)



TEACHING AREAS
1994-1995 (23 of 67 or 34.3% SYSTEMS REPORTING)
1996-1997 (26 of 67 or 37.3% SYSTEMS REPORTING)

Figure 7

Legend : Teaching Fields

1. Agriculture	11. Kindergarten	21. Lang-Classics	31. Psychologist	41. Hearing Imp.
2. Art/Visual	12. Primary	22. Lang-French	32. Reading	42. Learning Dis.
3. Audiology	13. Intermediate	23. Lang-German	33. Biology	43. Mentally Han.
4. Bilingual	14. Middle Grades	24. Lang-Japanese	34. Chemistry	44. Multiple Han.
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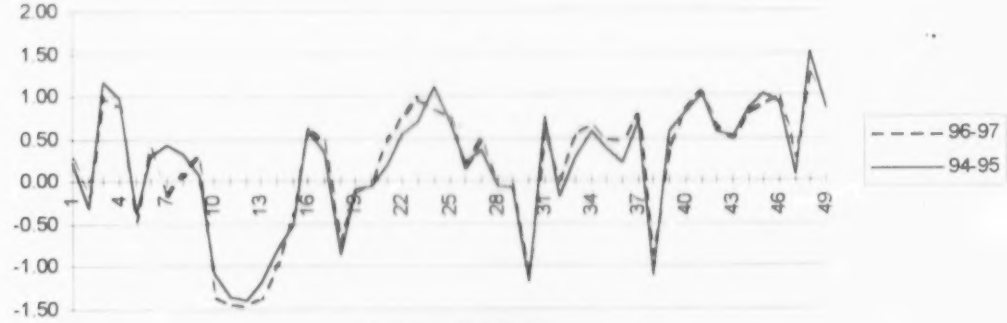
9. Driver Ed.	19. Home Ec.	29. Music-Vocal	39. Social Wkr	49. Technology
10. Pre-Kinder	20. Journalism	30. Physical Ed.	40. Behavior Dis.	

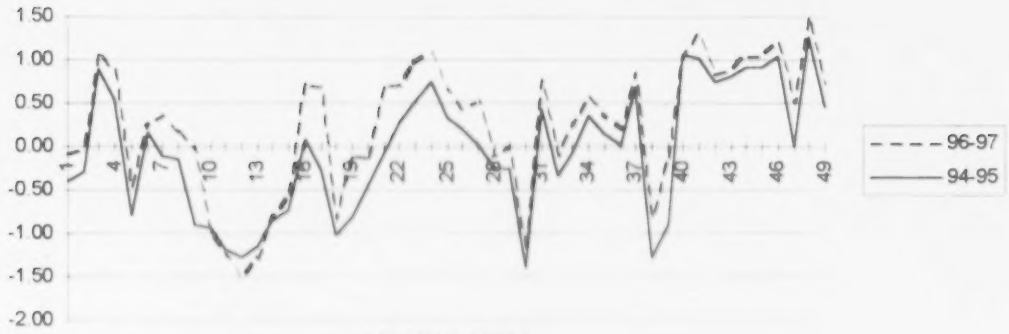
SUPPLY DEMAND : TEACHERS (GEORGIA)



TEACHING AREAS
1994-1995 (121 of 185 or 65.4% SYSTEMS REPORTING)
1996-1997 (118 of 185 or 67.8% SYSTEMS REPORTING)

Figure 8

SUPPLY / DEMAND : TEACHERS (KENTUCKY)



TEACHING AREAS
1994-1995 (55 of 179 or 30.9% SYSTEMS REPORTING)
1996-1997 (55 of 184 or 29.9% SYSTEMS REPORTING)

Figure 9

Legend : Teaching Fields

1. Agriculture	11. Kindergarten	21. Lang-Classics	31. Psychologist	41. Hearing Imp.
2. Art/Visual	12. Primary	22. Lang-French	32. Reading	42. Learning Dis.
3. Audiology	13. Intermediate	23. Lang-German	33. Biology	43. Mentally Han.
4. Bilingual	14. Middle Grades	24. Lang-Japanese	34. Chemistry	44. Multiple Han.
5. Business	15. English/La	25. Lang-Spanish	35. Physical/Sci	45. Physically Imp.
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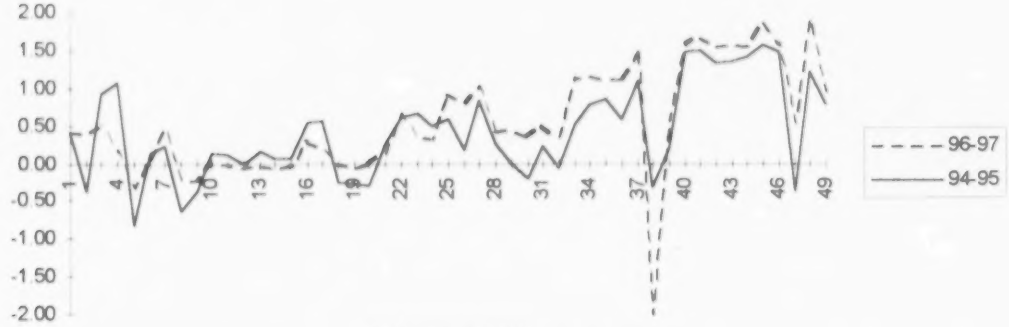
9. Driver Ed.	19. Home Ec.	29. Music-Vocal	39. Social Wkr	49. Technology
10. Pre-Kinder	20. Journalism	30. Physical Ed.	40. Behavior Dis.	

SUPPLY / DEMAND : TEACHERS (LOUISIANIA)



TEACHING AREAS
1994-1995 (23 of 68 or 34.8% SYSTEMS REPORTING)
1996-1997 (21 of 67 or 31.4% SYSTEMS REPORTING)

Figure 10

Among the state profiles relative to teaching fields, Mississippi had the greatest variation between 1996-97 and 1994-95. It appears that the demand for teachers had increased significantly in almost all fields.

Alabama, Arkansas and Florida data indicated the perceived demand for most special education fields was not as great for 1996-97 as 1994-95. However, the special education fields remained to be in relatively high demand.

The elementary education fields (Elementary - Primary and Elementary - Kindergarten) appeared to be in greater surplus for 1996-97 compared with 1994-95 for Arkansas, Florida, Georgia, Kentucky and Virginia. Considerable supply existed in these fields for several states, however, the supply was not perceived to be as great in 1996-97 as in 1994-95. These states included North Carolina, South Carolina, and Tennessee.

Mississippi showed a significant demand for elementary teaching fields followed by Louisiana where the supply/demand was near balanced.

In the sciences (i.e. Biology, Chemistry, Physical Science, General Science and Physics) Virginia and Mississippi showed a considerable perceived demand for 1996-97 over 1994-95.

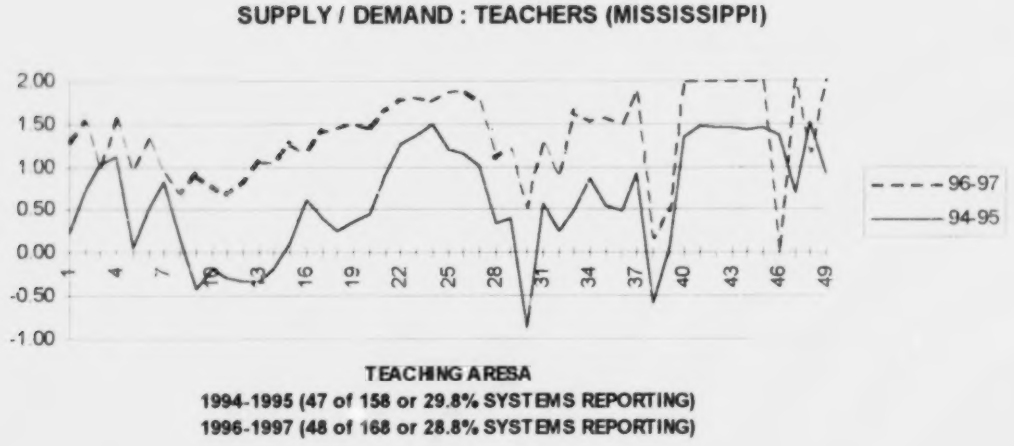
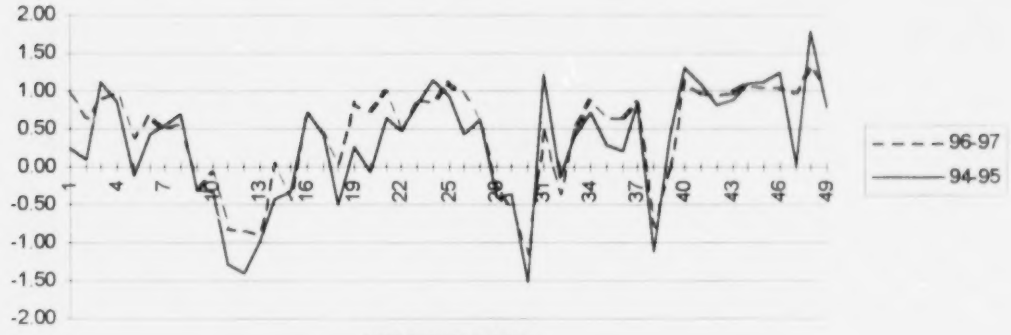


Figure 11

SUPPLY / DEMAND : TEACHERS (NORTH CAROLINA)



TEACHING AREAS

1994-1995 (47 of 136 or 34.8% SYSTEMS REPORTING)

1996-1997 (48 of 186 or 35.3% SYSTEMS REPORTING)

Figure 12

Legend : Teaching Fields

1. Agriculture	11. Kindergarten	21. Lang-Classics	31. Psychologist	41. Hearing Imp.
2. Art/Visual	12. Primary	22. Lang-French	32. Reading	42. Learning Dis.
3. Audiology	13. Intermediate	23. Lang-German	33. Biology	43. Mentally Han.
4. Bilingual	14. Middle Grades	24. Lang-Japanese	34. Chemistry	44. Multiple Han.
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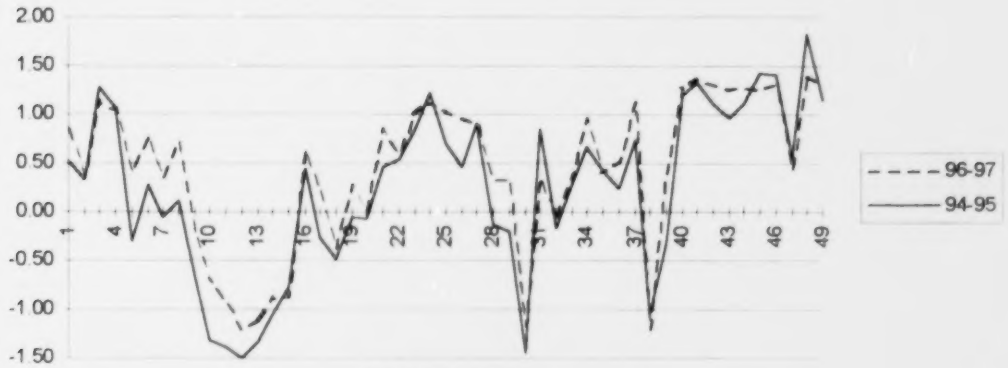
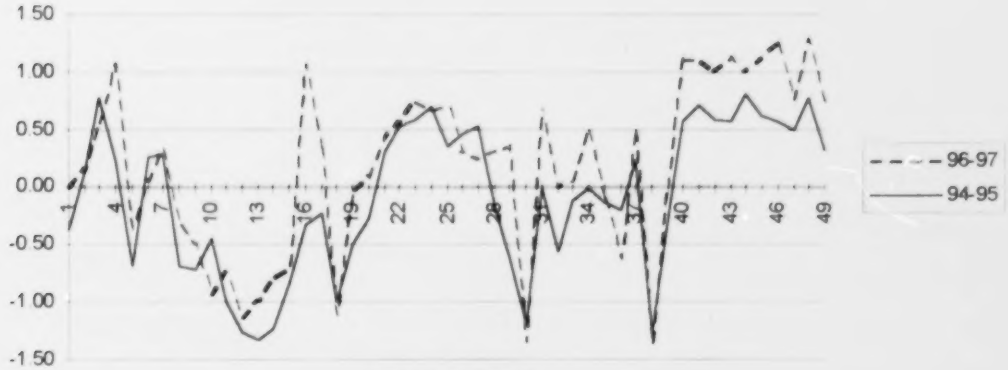
SUPPLY / DEMAND : TEACHERS (SOUTH CAROLINA)



TEACHING AREAS
1994-1995 (46 of 115 or 40.0% SYSTEMS REPORTING)
1996-1997 (51 of 115 or 44.4% SYSTEMS REPORTING)

Figure 13

SUPPLY / DEMAND : TEACHERS (TENNESSEE)



TEACHING AREAS
1994-1995 (27 of 138 or 19.6% SYSTEMS REPORTING)
1996-1997 (24 of 147 or 16.8% SYSTEMS REPORTING)

Figure 14

Legend : Teaching Fields

1. Agriculture	11. Kindergarten	21. Lang-Classics	31. Psychologist	41. Hearing Imp.
2. Art/Visual	12. Primary	22. Lang-French	32. Reading	42. Learning Dis.
3. Audiology	13. Intermediate	23. Lang-German	33. Biology	43. Mentally Han.
4. Bilingual	14. Middle Grades	24. Lang-Japanese	34. Chemistry	44. Multiple Han.
5. Business	15. English/La	25. Lang-Spanish	35. Physical/Sci	45. Physically Imp.
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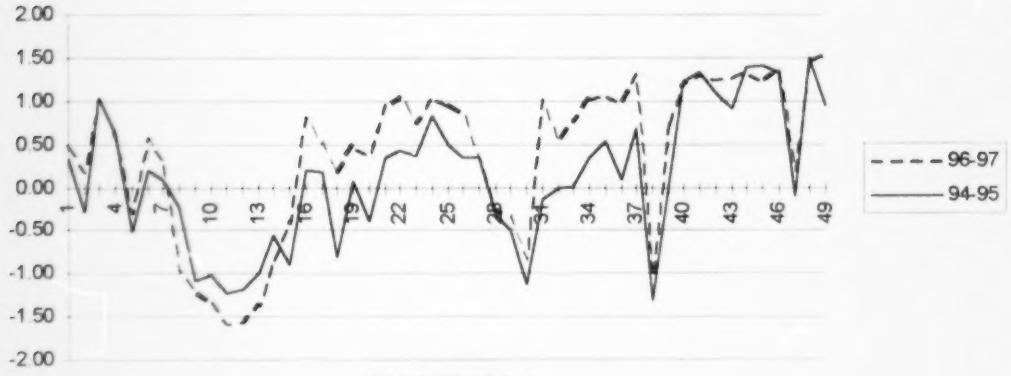
7. Counselor	17. Gifted	27. Mathematics	37. Physics	47. Speech/Drama
8. Dance	18. Health	28. Music-Instr	38. Social Stu.	48. Speech/Path.
9. Driver Ed.	19. Home Ec.	29. Music-Vocal	39. Social Wkr	49. Technology
10. Pre-Kinder	20. Journalism	30. Physical Ed.	40. Behavior Dis.	

SUPPLY / DEMAND : TEACHERS (VIRGINIA)



TEACHING AREAS
1994-1995 (52 of 128 or 40.6% SYSTEMS REPORTING)
1996-1997 (56 of 134 or 41.8% SYSTEMS REPORTING)

Figure 15

STATE	SYSTEMS SURVEYED	SYSTEMS RESPONDING	PER-CENT
ALABAMA	129	56	43.4
ARKANSAS	339	42	12.4
FLORIDA	67	25	37.3
GEORGIA	185	168	63.8
KENTUCKY	184	55	29.9
LOUISIANA	67	21	31.4
MISSISSIPPI	168	48	28.6
N.CAROLINA	136	48	35.3
S.CAROLINA	115	51	44.4
TENNESSEE	143	24	16.8
VIRGINIA	134	56	41.8
TOTAL	1667	544	32.6
SIZE BY ENROLLMENT			
5000 or less	201	54	26.9
5001-9999	721	249	34.5
10,000 more	429	181	42.2
UNCLASSIFIED	316	60	19.0

ADMINISTRATOR SUPPLY/DEMAND

A near balanced supply/demand existed relative to public school administrative positions for 1996-97 and 1994-95 within the Southeastern region surveyed according to Figures 16 and 17.

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ADMINISTRATOR SUPPLY/DEMAND STATE AVERAGES BY STATE

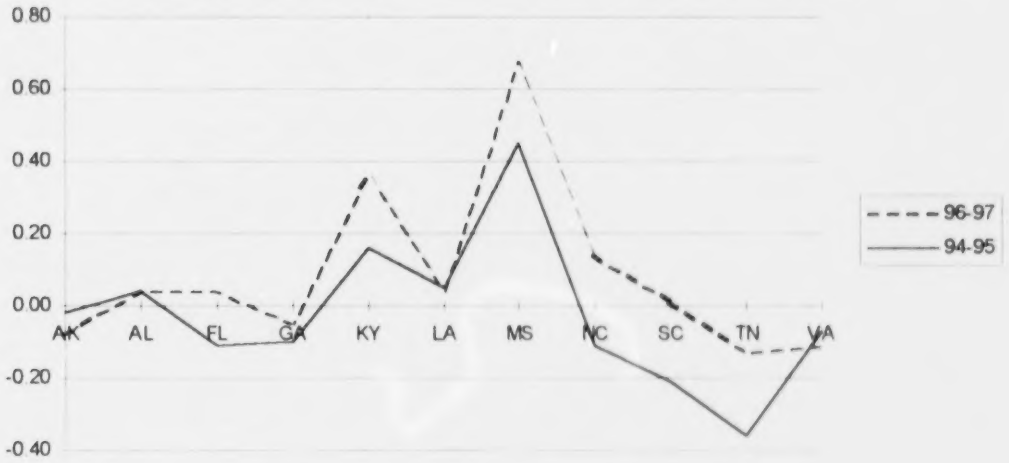


Figure 16

SUPPLY / DEMAND : STATE AVERAGES BY ADMINISTRATIVE AREA

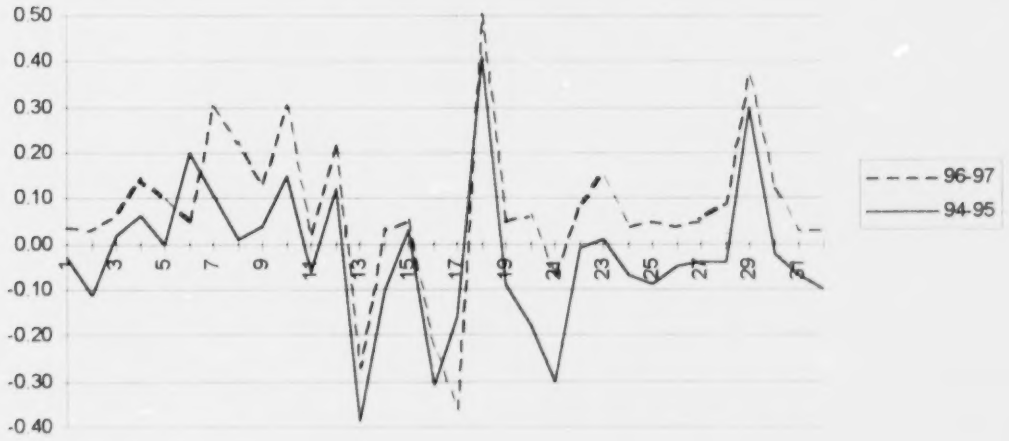


Figure 17

LEGEND: ADMINISTRATIVE AREAS

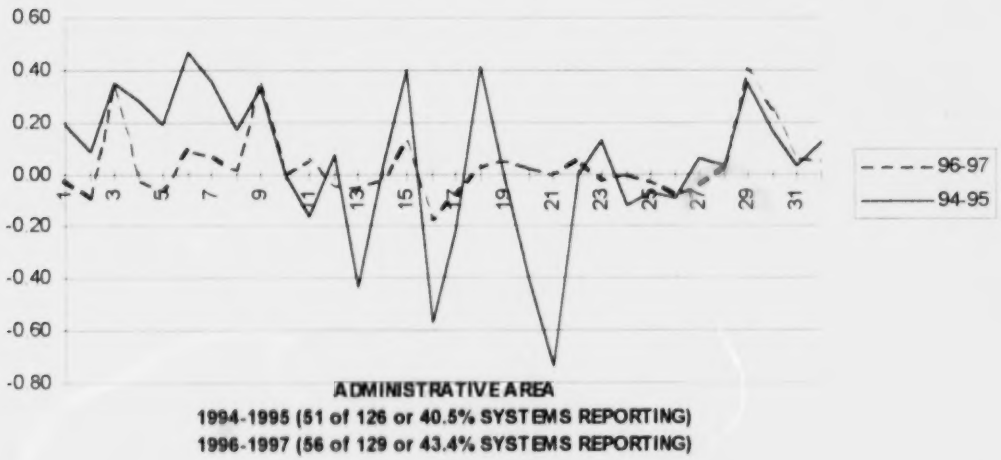
1. E-PRINCIPAL
2. E-ASST. PRINCIPAL
3. E-INSTR. SPECIALIST
4. M-PRINCIPAL
5. M-ASST. PRINCIPAL
6. M-INSTR. SPECIALIST
7. S-PRINCIPAL
8. S-ASST. PRINCIPAL
9. S-INSTR. SPECIALIST
10. MATH
11. READING
12. SCIENCE
13. SOCIAL STUDIES
14. MUSIC
15. ARTS
16. ELEMENTARY
17. SECONDARY
18. SPECIAL ED
19. PUBLIC RELATIONS
20. PRE-KINDERGARTEN
21. KINDERGARTEN
22. FACILITIES
23. TRANSPORTATION
24. FOOD SERVICE
25. STUDENT SERVICES
26. MAINT./OPER.
27. PERSONNEL
28. STAFF DEV.
29. TECHNOLOGY
30. CURR. & INSTR.
31. FEDERAL PROGRAMS
32. SUPERINTENDENT

Among the eleven Southeastern states, Mississippi had the greatest perceived demand for all administrative areas. The 1996-97 data reflected a greater demand than perceived in 1994-95.

The administrative areas perceived to be in greatest demand among the states surveyed included Special Education and Technology. Considering areas in greatest supply the administrative areas of social studies and elementary administrative positions were perceived to be relatively high for 1996-97 and 1994-95.

Figures 18 - 28 show supply/demand relative to the thirty-two (32) administrative areas according to state.

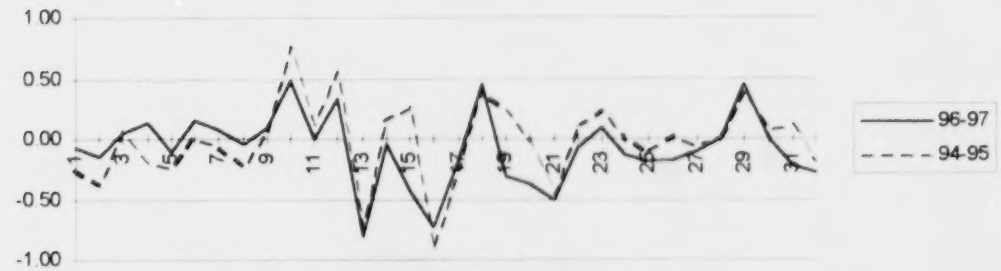
SUPPLY / DEMAND : ADMINISTRATORS (ALABAMA)



1994-1995 (51 of 126 or 40.5% SYSTEMS REPORTING)
1996-1997 (56 of 129 or 43.4% SYSTEMS REPORTING)

Figure 18

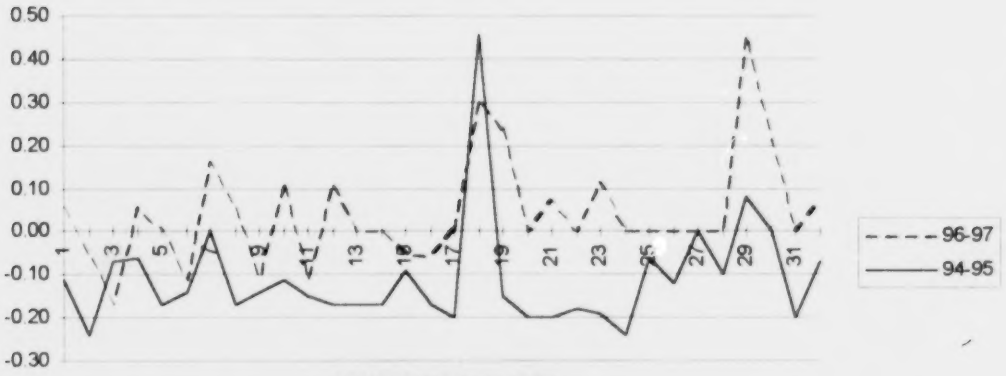
SUPPLY / DEMAND : ADMINISTRATOR (ARKANSAS)



1994-1995 (51 of 126 or 40.5% SYSTEMS REPORTING)
1996-1997 (56 of 129 or 43.4% SYSTEMS REPORTING)

Figure 19

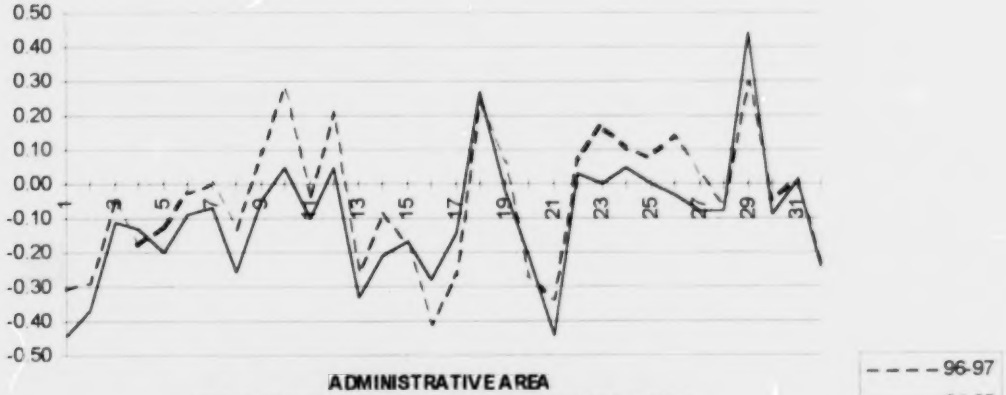
SUPPLY / DEMAND : ADMINISTRATOR (FLORIDA)



ADMINISTRATIVE AREA
1994-1995 (23 of 67 or 34.3% SYSTEMS REPORTING)
1996-1997 (26 of 67 or 37.3% SYSTEMS REPORTING)

Figure 20

SUPPLY / DEMAND : ADMINISTRATOR (GEORGIA)



ADMINISTRATIVE AREA
1994-1995 (121 of 155 or 65.4% SYSTEMS REPORTING)
1996-1997 (118 of 185 or 63.4% SYSTEMS REPORTING)

Figure 21

LEGEND: ADMINISTRATIVE AREAS

1. E-PRINCIPAL
2. E-ASST. PRINCIPAL
3. E-INSTR. SPECIALIST
4. M-PRINCIPAL
5. M-ASST. PRINCIPAL
6. M-INSTR. SPECIALIST
7. S-PRINCIPAL
8. S-ASST. PRINCIPAL
9. S-INSTR. SPECIALIST
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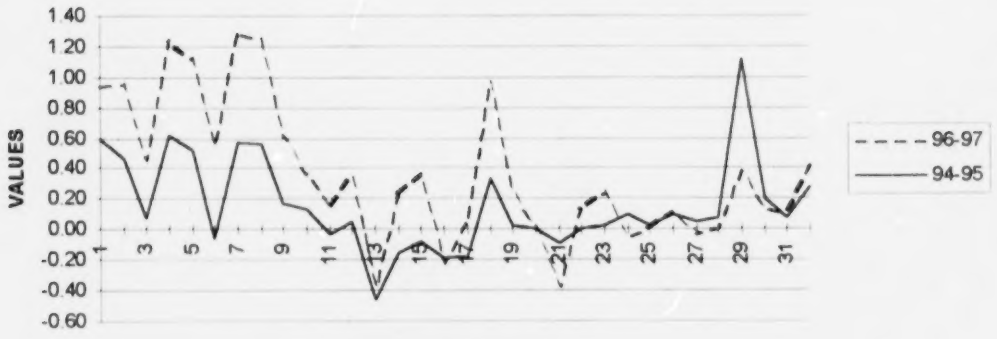
28. STAFF DEV.
29. TECHNOLOGY
30. CURR. & INSTR.
31. FEDERAL PROGRAMS
32. SUPERINTENDENT

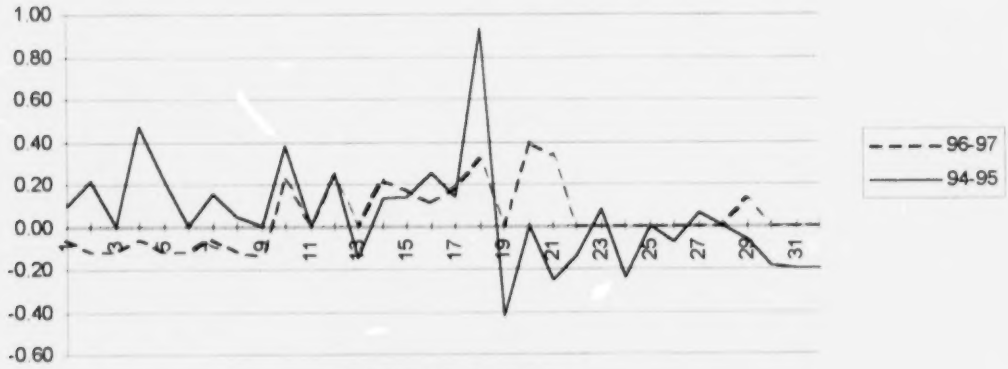
SUPPLY / DEMAND ADMINISTRATOR (KENTUCKY)



ADMINISTRATIVE AREA
1994-1995 (55 of 178 or 30.9% SYSTEMS REPORTING)
1996-1997 (55 of 184 or 29.9% SYSTEMS REPORTING)

Figure 22

SUPPLY / DEMAND ADMINISTRATOR (LOUISIANIA)



ADMINISTRATIVE AREA
1994-1995 (23 of 68 or 34.8% SYSTEMS REPORTING)
1996-1997 (21 of 67 or 31.4% SYSTEMS REPORTING)

Figure 23

LEGEND: ADMINISTRATIVE AREAS

1. E-PRINCIPAL
2. E-ASST. PRINCIPAL
3. E-INSTR. SPECIALIST
4. M-PRINCIPAL
5. M-ASST. PRINCIPAL
6. M-INSTR. SPECIALIST
7. S-PRINCIPAL
8. S-ASST. PRINCIPAL
9. S-INSTR. SPECIALIST
10. MATH
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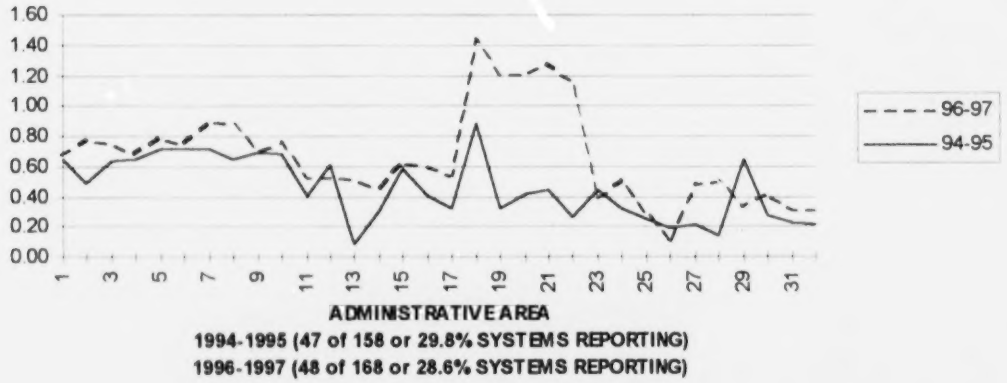
27. PERSONNEL
28. STAFF DEV.
29. TECHNOLOGY
30. CURR. & INSTR.
31. FEDERAL PROGRAMS
32. SUPERINTENDENT

The Tennessee profile had the greatest variance between supply and demand based on 1996-97 and 1994-95 perceptions of respondents. In 1994-95 no area was perceived to be in demand where as in 1996-97 eight (8) of the thirty two (32) administrative areas were perceived to be in demand.
Florida had a similar pattern yet the variance between 1996-97 and 1994-95 was not as great as Tennessee.

The perception of supply and demand for 1996-97 appeared to be greater than 1994-95 for several administrative areas in Arkansas, Florida, Kentucky, Mississippi, North Carolina, and Tennessee.

Please refer to each figure for a better understanding of the respective state demand/supply profile.

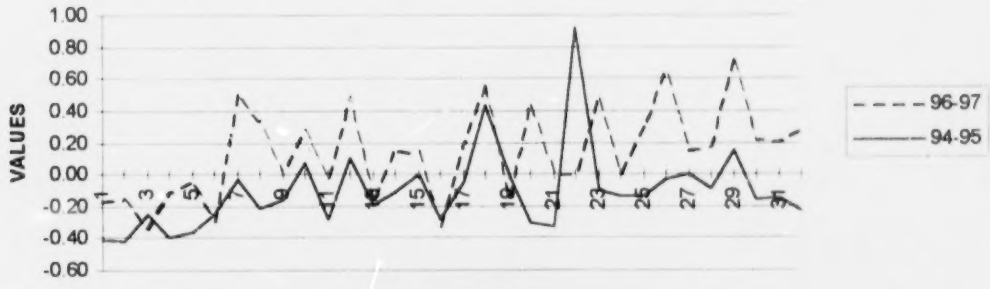
SUPPLY / DEMAND ADMINISTRATOR (MISSISSIPPI)



1994-1995 (47 of 158 or 29.8% SYSTEMS REPORTING)
1996-1997 (48 of 168 or 28.6% SYSTEMS REPORTING)

Figure 24

SUPPLY / DEMAND ADMINISTRATOR (NORTH CAROLINA)



1994-1995 (47 of 135 or 34.8% SYSTEMS REPORTING)
1996-1997 (48 of 186 or 35.3% SYSTEMS REPORTING)

Figure 25

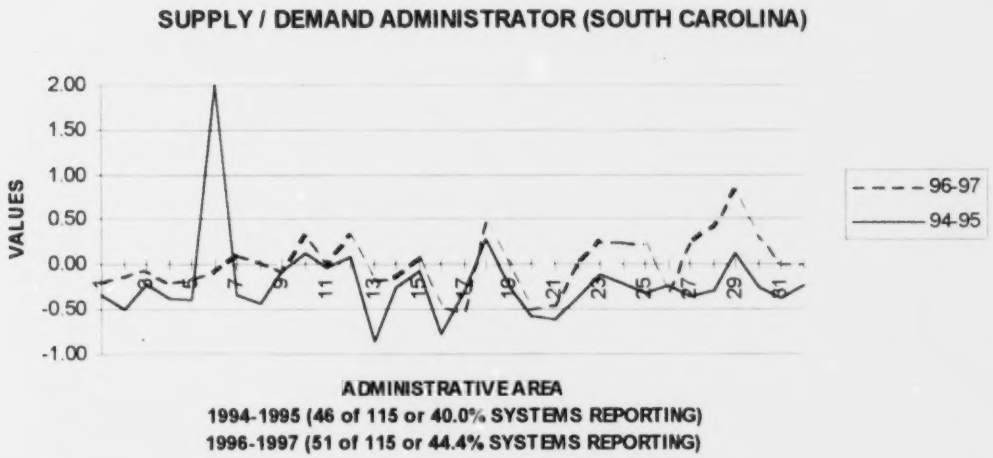


Figure 26

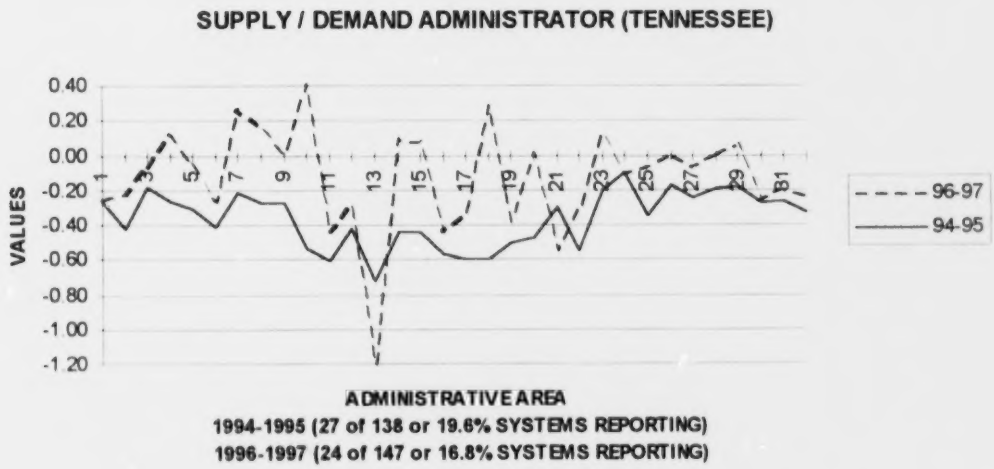


Figure 27

LEGEND: ADMINISTRATIVE AREAS

1. E-PRINCIPAL
2. E-ASST. PRINCIPAL
3. E-INSTR. SPECIALIST
4. M-PRINCIPAL
5. M-ASST. PRINCIPAL
6. M-INSTR. SPECIALIST
7. S-PRINCIPAL
8. S-ASST. PRINCIPAL
9. S-INSTR. SPECIALIST
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23. TRANSPORTATION
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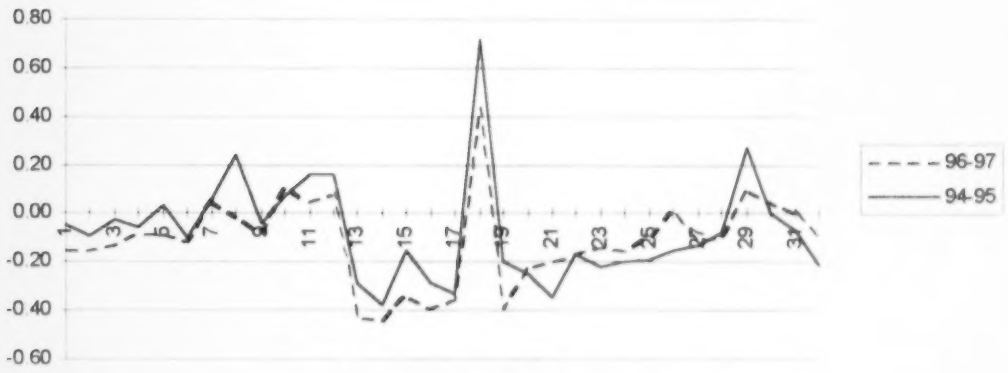
25. STUDENT SERVICES
26. MAINT./OPER.
27. PERSONNEL
28. STAFF DEV.
29. TECHNOLOGY
30. CURR. & INSTR.
31. FEDERAL PROGRAMS
32. SUPERINTENDENT

SUPPLY / DEMAND : ADMINISTRATOR (VIRGINIA)



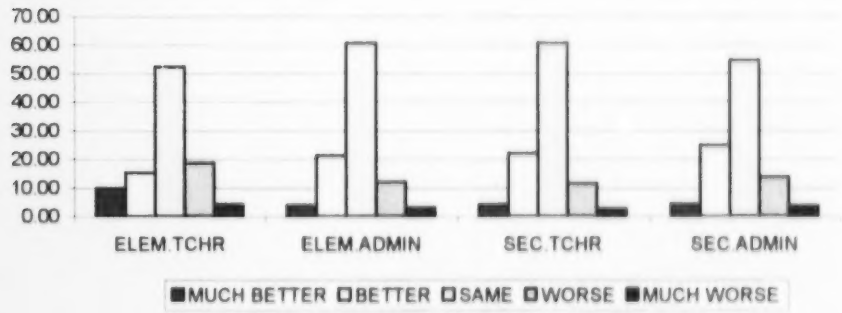
ADMINISTRATIVE AREA
1994-1995 (52 of 128 or 40.6% SYSTEMS REPORTING)
1996-1997 (56 of 134 or 41.8% SYSTEMS REPORTING)

Figure 28

TEACHERS, ADMINISTRATORS AND MINORITIES EMPLOYMENT OPPORTUNITIES AND EXPECTATIONS

Figures 29-32 display respondents perceptions, related to employment opportunities and expectations. Compared to four years ago the 1995-96 year was worse relative to opportunities for employment for elementary teacher applicants. Opportunities for secondary teacher applicants appeared to be somewhat better. Elementary and secondary school administrators' opportunities appeared somewhat better in 1995-96 than four years previous. Opportunities for one year earlier (1994-95) were approximately the same as four years previous.

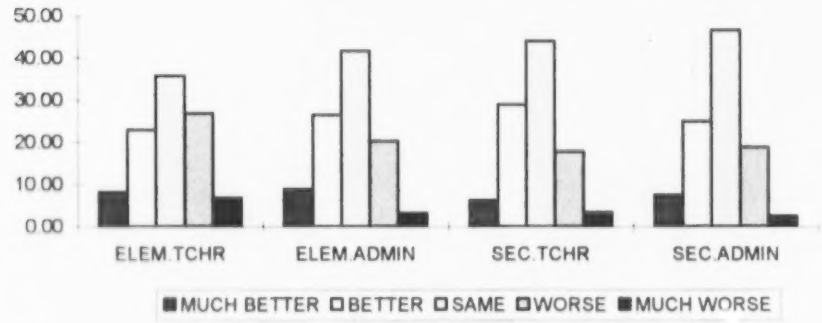
TEACHER AND ADMINISTRATOR OPPORTUNITY COMPARISON
1995-1996 SCHOOL YEAR TO ONE YEAR EARLIER
(SYSTEM SIZES COMBINED)



Read Chart From Left To Right.

Figure 29

TEACHER AND ADMINISTRATOR OPPORTUNITY COMPARISON
1995-1996 SCHOOL YEAR TO FOUR YEARS EARLIER
(SYSTEM SIZES COMBINED)



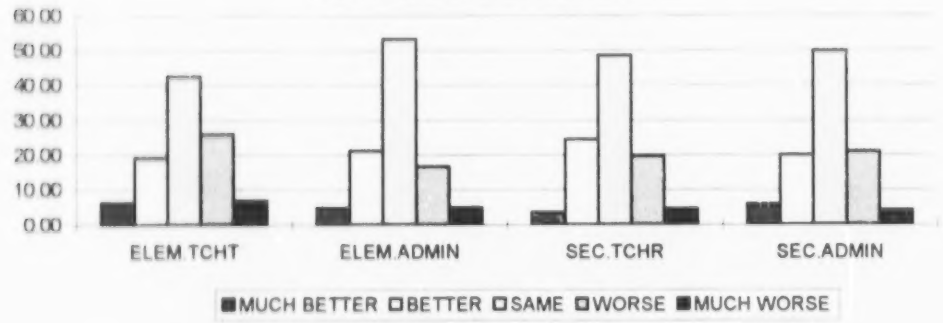
Read Chart From Left To Right.

Figure 30

Employment expectations for the 1996-97 school year were perceived to be somewhat better for secondary teachers and elementary administrators. The outlook for elementary teachers was perceived to be worse. Secondary administrator opportunities were perceived to be better and worse by approximately the same number of respondents.

Perceptions about an increase or decrease in the number of minority candidates among respondents indicated that they expected to see decreases. This decrease was perceived to be worse regarding the category of secondary school teachers.

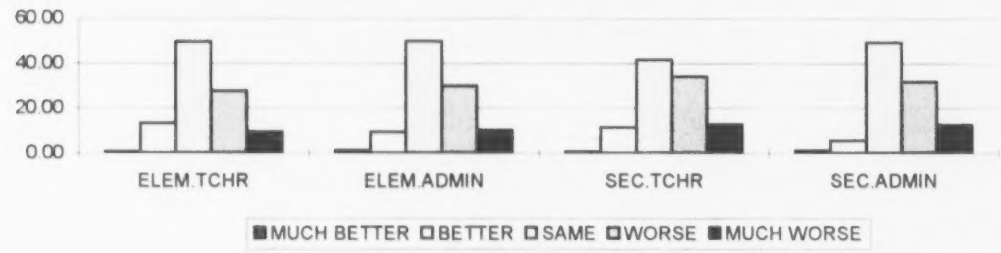
TEACHER AND ADMINISTRATOR OPPORTUNITY COMPARISON
1995-1996 SCHOOL YEAR TO EXPECTED OPPORTUNITY 1996-1997
(SYSTEM SIZES COMBINED)



Read Chart From Left To Right.

Figure 31

TEACHER AND ADMINISTRATOR
EXPECTED INCREASE OR DECREASE IN MINORITY CANDIDATES
FOR 1996-1997 COMPARED TO 1995-1996
(SYSTEM SIZES COMBINED)



Read Chart From Left To Right.
Figure 32

FACTORS IMPACTING SUPPLY / DEMAND

Factors both internal and external to the public school systems affect supply and demand. Knowledge and understanding of these factors and their impact at the local level are essential to a better understanding of the educational marketplace (See Figure 33).

Among the thirteen factors, federal funding was perceived as impacting employment by decreasing hiring of new teachers. This was the only factor perceived as impacting employment resulting in decreasing hiring of new teachers. Factors impacting the number of teachers hired in a positive fashion (increasing) included Limited English Proficient Students (5), Legislative Mandates (4) and Student Enrollment (13).

FACTORS IMPACTING NUMBER OF TEACHERS HIRED

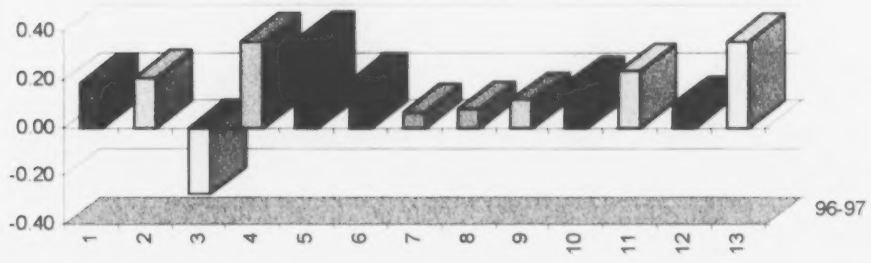


Figure 33

LEGEND

1. CLASS SIZE
2. EARLY RETIREMENT
3. FEDERAL FUNDING
4. LEGISLATIVE MANDATES
5. LEP STUDENTS
6. LOCAL FUNDNGS
7. MILITARY DEMOBILIZATION
8. POST PONE RETIREMENT
9. PRIVATE SCHOOLS/ HOME SCHOOLING
10. ROUTINE RETIREMENT
11. RURAL/SUBURBAN/URBAN SHIFTS
12. STATE FUNDING
13. STUDENT ENROLLMENT

IN CONCLUSION

It is clear from the data reported that teacher supply and demand continues to show essentially the same configuration when comparing 1996-97 with 1994-95. The teaching fields showed greater variation in supply and demand than the administrative areas as reflected by data combined for all states surveyed. However, individual state profiles depicted significant changes in perceptions about teaching fields and administrative areas. Mississippi appeared to have the greatest demand for teachers among the forty nine (49) fields and greatest demand for administrators among the thirty two (32) areas. However, when considering financial factors and education in Mississippi the perceived demand might not be so inviting. Louisiana appeared to be somewhat in the same condition. Kentucky data, particularly 1996-97, suggested employment opportunities were greater than most states regarding teaching positions and administrative positions. These conditions coupled with factors impacting education (i.e. Kentucky reform legislative) make the state of Kentucky an inviting place for educators.

Factors impacting employment, individually and collectively in various combination affect the demand and supply relative to the education profession in every town, city, or public school system across the Southeastern United States. Hence, the educators job market at the local level requires comprehensive analysis and in-depth study.

Mismatches of Higher Education and Employer Human Resource Needs

There are currently mismatches between the composition of the teacher candidate supply pipeline and human resource needs of school systems. Mismatches involve the continuing preparation of teacher candidates in fields that are already oversupplied and the lack of preparation programs for teacher candidates in fields which exhibit shortages of teachers year after year.

Like the Soviet factory which turned out horse-drawn plows as the country begged for tractors, American colleges and universities seem somehow unable or unwilling to prepare men and women for the teaching jobs, which American public schools are desperate to fill. Most higher education institutions are simply refusing to adapt to the hiring needs of public schools. It is as though the education assembly line is engineered to produce only "widgets" and will continue to churn them out whether anyone needs them or not. At the same time, these higher education "engineers" seem to think that if few others are producing the "gizmos" for which public schools are clamoring, the need must not be real.

This is a calamity that is already hurting America's ability to educate its children for the next millennium. Higher education simply must concern itself with the market and its customer - the schools.

The gap between what higher education is willing to provide and what America's schools need is obviously a house divided. Higher education earns a failing grade. What really "matters most" is that higher education and elementary/secondary education must work to become a house united. Only then will the objects of our mutual concern - America's children - get the attention deserved. Can we agree to begin?

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Teacher Supply and Demand in the United States 1996 Report, Association for School, College, and University Staffing Inc. Evanston, Illinois

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* Karen Graybill, Assistant for Placement, University of Georgia

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John W. Schaerer is responsible for Personnel and Staff Development at the Dalton Public School System in Dalton, Georgia.

Ken E. Hansing is the Student Affairs Advisor for the Career Planning and Placement Center at the University of Georgia in Athens.

Neal W. Vickers is the Director of Career Planning and Placement at Arkansas State University.

Art S. Harvey is the Director of Career Services at Eastern Kentucky University.

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